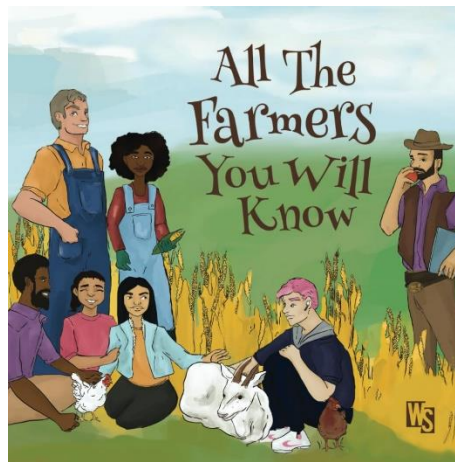




Who Grows Our Food?

A lesson plan to accompany: *All the Farmers You Will Know*



Students will begin by brainstorming the various roles of a farmer. After reading *All the Farmers You Will Know*, they will reflect on their insights. Finally, each student will create a drawing of themselves as a farmer, accompanied by labels or descriptions of their farming activities!

Subject Levels/ Suggested Grade

English Language Arts K-3

Social Studies K-2

Career Education K-3

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Grade and Subject	Curricular Competencies	Content Connections
English Language Arts K	<p>Comprehend and connect (reading, listening, viewing)</p> <ul style="list-style-type: none"> • Use sources of information and prior knowledge to make meaning • Use developmentally appropriate reading, listening, and viewing strategies to make meaning <p>Create and communicate (writing, speaking, representing)</p> <ul style="list-style-type: none"> • Exchange ideas and perspectives to build shared understanding <p>Use language to identify, create, and share ideas, feelings, opinions, and preferences</p>	<p>Story</p> <ul style="list-style-type: none"> • structure of story <p>Strategies and processes</p> <ul style="list-style-type: none"> • reading strategies
English Language Arts 1	<p>Comprehend and connect (reading, listening, viewing)</p> <ul style="list-style-type: none"> • Use developmentally appropriate reading, listening, and viewing strategies to make meaning • Engage actively as listeners, viewers, and readers, as appropriate, to develop understanding of self, identity, and community <p>Create and communicate (writing, speaking, representing)</p> <ul style="list-style-type: none"> • Exchange ideas and perspectives to build shared understanding <p>Identify, organize, and present ideas in a variety of forms</p>	<p>Story/text</p> <ul style="list-style-type: none"> • elements of story <p>Strategies and processes</p> <p>reading strategies</p>
English Language Arts 2	<p>Comprehend and connect (reading, listening, viewing)</p> <ul style="list-style-type: none"> • Use sources of information and prior knowledge to make meaning <p>Create and communicate (writing, speaking, representing)</p> <p>Exchange ideas and perspectives to build shared understanding</p>	<p>Story/text</p> <ul style="list-style-type: none"> • elements of story <p>Strategies and processes</p> <p>reading strategies</p>
English Language Arts 3	<p>Create and communicate (writing, speaking, representing)</p> <p>Exchange ideas and perspectives to build shared understanding</p>	<p>Story/text</p> <ul style="list-style-type: none"> • elements of story <p>Strategies and processes</p> <p>reading strategies</p>

Social Studies K	<p>Our communities are diverse and made up of individuals who have a lot in common</p> <p>Explain the significance of personal or local events, objects, people, or places (significance)</p>	<p>People, places, and events in the local community</p>
Social Studies 1	<p>Our rights, roles, and responsibilities are important for building strong communities</p> <p>Explain the significance of personal or local events, objects, people, or places (significance)</p>	<p>Characteristics of the local community that provide organization and meet the needs of the community</p> <p>Roles, rights, and responsibilities in the local community</p>
Social Studies 2	<p>Canada is made up of many diverse regions and communities</p> <p>Explain why people, events, or places are significant to various individuals and groups (significance)</p>	<p>How people's needs and wants are met in communities</p>
Career Education K-3	<p>Strong communities are the result of being connected to family and community and working together toward common goals</p> <p>Communities include many different roles requiring many different skills</p> <p>Share ideas, information, personal feelings, and knowledge with others</p> <p>Identify and appreciate the roles and responsibilities of people in their schools, families, and communities</p>	<p>Roles and responsibilities at home, at school, and in the local community</p> <p>Jobs in the local community</p>

Teacher Background

For many Canadians, knowing the origins of their food and the individuals who cultivate it is essential. Over 2 million Canadians work in the agri-food sector, playing a crucial role in delivering food from farms to our tables. The landscape of farming in Canada is evolving, with women now comprising 30% of Canadian farmers. Additionally, farming families are prominent, with 22.8% of Canadian farms operating as family corporations. With so many individuals involved in food production, fostering a connection between students and those who grow their food can enhance their appreciation for what they are eating and where it comes from. ([Real Dirt on Farming](#))

Materials

- Copy of [All The Farmers You Will Know](#)
- Whiteboard or chart paper

- Pencils
- Colouring supplies (pencil crayons, markers)
- Student handouts:
 - I am a Farmer (Kindergarten)
 - I am a Farmer (Grade One and Two)
 - I am a Farmer (Grade Three)
 - All the Farmers in Our Class (Book Title page)

Procedure

Introduction:

- Ask your students: What do Farmers do?
 - Help guide your students thinking beyond just growing food. Have them consider how farmers feed their animals, operate machinery, have meetings, use their cell phones and make products. Record answers on whiteboard/chart paper.
- Alternate introductory activity:
 - Invite a local farmer to your classroom to talk to students about their job. Have students prepare questions before they visit. Suggested questions include:
 - what a day looks like for them, tools they use, tasks they have, what is the most rewarding part of their job, etc.

Body:

- Read *All The Farmers You Will Know* to students
 - Question to ask before reading:
 - Does anyone know a farmer?
 - Questions to ask after reading:
 - Which farmer's job sounded the most interesting to you?
 - What type of farmer would you like to be?
 - Were any of the types of farms surprising to you?
 - Do you think you would like the more traditional way of farming? Or are you more drawn to new technologies?
- Complete the Student Handout Sheet (use the one most appropriate for your students)
 - Explain to students that they need to think about what type of farmer they can see themselves as.
 - What would they grow? What would they do? What do they like?
 - Explain to them that they will draw a picture of themselves as a farmer. Have them add details, tools and if they can, label anything they are wearing or using.
 - If they can, have them write about what they would do as a farmer.

Closing:

- Compile all the I am a Farmer handouts into a book using the title page (All the Farmers in Our Class) and share the book with another class at your school.

Extension Activities

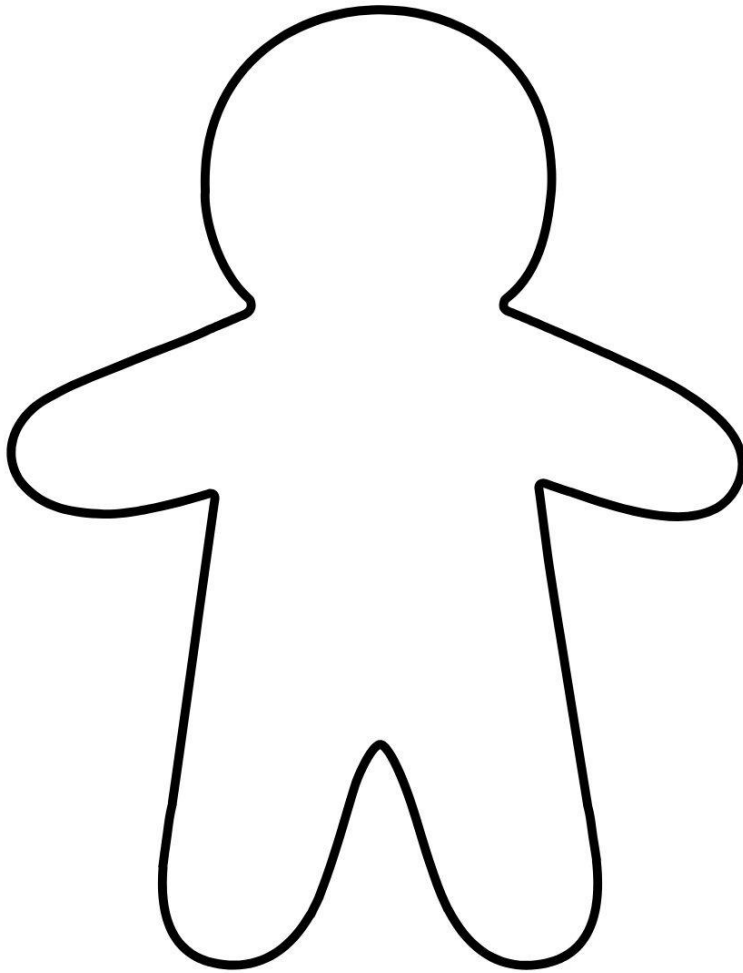
- Explore what farmers do on an apricot farm using the [Primary Apricot Fresh Story](#)
- Watch an apple farmer in action by watching a [Tour of a BC Apple Farm](#)
- Thank a farmer by completing the [Food Gratitude Activity Sheet](#)
- Watch the [Great Canadian Farm Tour](#)
- Invite a local farmer to visit your class and share their experiences.

Links

- <https://www.realdirtonfarming.ca/article/canadian-farms-farmers/who-is-growing-our-food>
- <https://www.amazon.ca/All-Farmers-You-Will-Know/dp/B0C1J7KQ5F>
- <https://www.bcaitc.ca/resources/2020-fresh-story-apricots-primary>
- <https://www.bcaitc.ca/resources/spotlight-apples-bc-apple-farming-video>
- <https://www.bcaitc.ca/resources/food-gratitude-activity-sheet>
- <https://aitc-canada.ca/en-ca/resources-programs/the-great-canadian-farms-tour>

I AM A

farmer

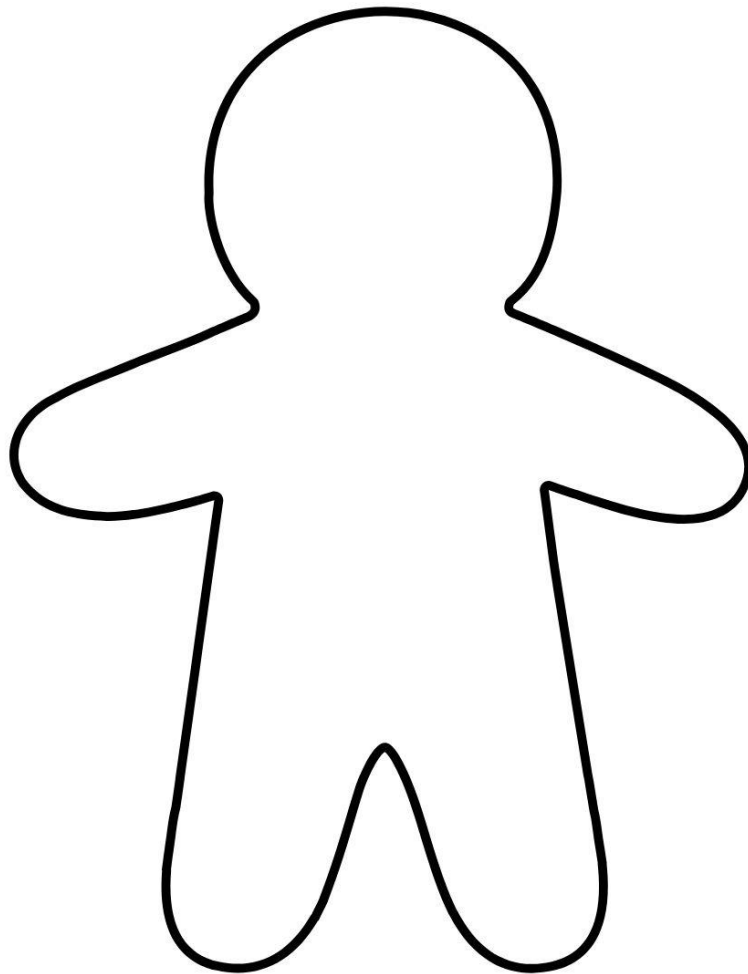


NAME: _____

I AM A

farmer

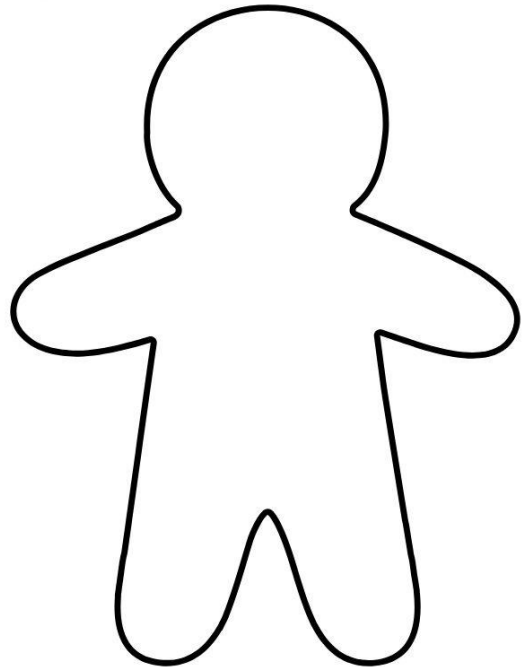
AND I _____



NAME: _____

I AM A
farmer

AND I _____



HOW I HELP FEED OTHERS

**OTHER INTERESTING
FACTS ABOUT ME**

NAME: _____

ALL THE
farmers
IN OUR CLASS



BY: _____